

# FOOD AND NUTRITION II

(FOOD FOR LIFE)

Levels: 9-12

Units of Credit: .5

CIP Code: 20.0118

Prerequisite: None

## COURSE DESCRIPTION

**FOOD AND NUTRITION II** (Food for Life) (.5 credit) This course is designed for students who are interested in understanding the principles of nutrition and food preparation. Attention will be given to the selection and preparation of food and personal health. (Standards 1-7 will be covered on Skill Certification Test # 341.)

**NOTE:** Food preparation techniques should be integrated throughout the course and related to all sections of study. Emphasis should be on foods to create meals for families. Use of regional, ethnic and foreign foods is strongly encouraged to increase cultural awareness and appreciation of diversity.

## CORE STANDARDS, OBJECTIVES, AND INDICATORS

### STANDARD

**20.0118-01** Students will apply the skills of kitchen management, safety and sanitation.

NOTE: This standard is a review of the management, safety and sanitation skills obtained in Food and Nutrition I, standards 1 and 2. It is important to assess the skill level of the students and then determine the extent of the review needed.

### OBJECTIVES

**20.0118-0101** Identify and explain the appropriate use and care of basic kitchen equipment.

- Locate food preparation equipment in the laboratory
- Identify various types of kitchen equipment
- Select appropriate equipment for specific product preparation
- Use various types of food preparation equipment
- Demonstrate the proper use and care of equipment
- Employ standard safety procedures when using equipment

**20.0118-0102** Identify the basic principles of microwave cooking.

- Identify that microwaves are attracted to fat, sugar, and water molecules
- Explain basic microwave cooking rules
- Identify how microwaves cook food
- Identify appropriate cooking containers
- Discuss cooking time, standing time and ways to increase even cooking
- Discuss prevention of burns and exploding or splattering of food

**20.0118-0103** Identify appropriate abbreviations, food-measurement terminology, techniques, equivalents, calculate recipe-size adjustments, and demonstrate proper measuring techniques.

- Identify abbreviations
- Compute equivalents
- Identify measuring techniques and utensils
- Double and cut recipe size in half
- Consistently demonstrate proper measuring and preparation techniques

- 20.0118-0104 Explain basic food-preparation terminology.
- Identify terms to include: chop, cream cut in, dice, flour, fold in, grate, knead, mince, peel, sauté, simmer, steam and whip
- 20.0118-0105 Apply established safety rules and guidelines to maintain a safe working environment.
- National Standard 14.4.1
- Identify safety practices for using electric appliances
  - Explain how to extinguish a grease fire
  - Explain why cleaning supplies should be stored away from foods
  - Discuss ways to prevent burns, fires, falls and electrical safety
- 20.0118-0106 Identify proper first-aid procedures for cuts, burns, and electrical shock.
- Identify ways to prevent poisoning and chemical contamination
  - Identify basic first-aid for cuts and burns
  - Identify proper first-aid procedures for electrical shock
- 20.0118-0107 Identify food sanitation rules and guidelines.
- National Standard 14.4.1
- Identify proper hand washing and dishwashing techniques
  - Discuss disinfecting of work surfaces
  - Identify appropriate clothing and hair coverings
  - **Explain prevention techniques**
- 20.0118-0108 Identify strategies that prevent food-borne illnesses and contamination.
- National Standard 14.4.1
- Identify food-borne illness
  - Identify types of food-borne illness and their symptoms: botulism, e-coli, hepatitis, salmonella, staphylococci
  - Explain prevention techniques
  - Identify temperature zones and the importance of cooking to proper temperatures
  - Identify temperature zones and the importance of cooling and reheating foods to the correct temperature
  - Explain how to correctly thaw foods

## **STANDARD**

**20.0118-02** Students will apply the dietary guidelines and food guide pyramid.

## **OBJECTIVES**

20.0118-0201 List the nine recommended dietary guidelines and the key recommendations for each.

National Standard 14.3.1

\*Visit this website for additional information: <http://www.usda.gov/cnpp> or [www.healthierus.gov](http://www.healthierus.gov)

- Add adequate nutrients within caloric needs (**nutrient density**)
- Weight management
- Physical activity
- Food groups to encourage
- Fats
- Carbohydrates
- Sodium and potassium
- Alcoholic beverages
- food safety

20.0118-0202 Demonstrate knowledge of servings, serving size, and food sources related to my pyramid. Explain discretionary calories. Visit mypyramid.gov.

20.0118-0203 Plan meals for at least one day following my pyramid. Visit mypyramid.gov.

## **STANDARD**

**20.0118-03** Students will list needs and health concerns related to nutrition throughout the life cycle.

## **OBJECTIVES**

20.0118-0301 Identify the changing nutritional needs across the life cycle.

National Standard 14.2.2

- Identify basic nutritional needs: recommendations from dietary guidelines, importance of exercise throughout the life cycle, proper nutrition helps the body to resist disease, helps recuperation, and supplies energy, importance of fiber in the diet
- Identify nutritional needs of children, adolescents, teen athletes, adults, and the aging

20.0118-0302 Classify common food and nutrition related health concerns.

National Standard 14.2.3

(The emphasis is on understanding the relationship of diet in the prevention, control and maintenance of these health concerns. A doctor should always be consulted regarding any of these concerns.)

- Identify nutritional needs concerned with weight management
- Discuss specific health concerns and risk factors for: anemia, colon and rectal cancer and osteoporosis
- Discuss types of diabetes and related risk factors
  - Type I child/juvenile, Type II adult onset
- Discuss types of heart disease
  - Coronary heart disease (CHD) refers to disease of the heart and blood vessels
  - Arteriosclerosis —plaque forms along the inner walls of the arteries

## **STANDARD**

**20.0118-04** Students will apply skills for meal planning and management.

## **OBJECTIVES**

20.0118-0401 Identify quality meal planning elements.

National Standard 14.3.3

- Follow dietary guidelines
- Follow food guide pyramid recommendations
- Maintain nutritional balance
- Incorporate aesthetic guidelines: color, texture, flavor, temperature, size, and shape

20.0118-0402 Apply meal management resource skills.

National Standard 14.3.3

- Identify time resource management strategies
- Calculate the cost of convenience foods

20.0118-0403 Plan, prepare and evaluate aesthetically pleasing meals.

**STANDARD**

**20.0118-05** Students will practice consumerism skills related to food.

**OBJECTIVES**

- 20.0118-0501 Read and interprets food labels.  
National Standard 14.2.4
- Practice label literacy
  - Define label definitions/terms: “low in”, “reduced, less, or fewer”, “good source of”, “organic and natural”, “high source of fiber”, “juice”, sell date, use by date, open dating
- 20.0118-0502 Apply budgeting and shopping strategies.  
National Standard 2.1.3
- Identify shopping guidelines and advertising strategies
  - Practice unit pricing/cost per serving
  - Discuss use of coupons and national brands versus store brands
  - Identify purpose of spending record
  - Compare use of convenience foods and eating out

**STANDARD**

**20.0118-06** Students will identify and practice skills associated with meal service.

**OBJECTIVES**

- 20.0118-0601 **Identify and** practice table setting techniques.
- Identify how table setting influences the appearance of the food, sets the tone/feeling of the meal, and makes people feel important
  - Identify a cover—arrangement of a place setting for one person
  - Identify and practice flatware, salad plate and bread and butter plate, napkin and water glass placement and arrangement
- 20.0118-0602 **Identify and** practice correct etiquette while dining.

**STANDARD**

**20.0118-07** Demonstrate food preparation techniques of salads, soups, casseroles, breads, meats, poultry and pastries.

**OBJECTIVES**

- 20.0118-0701 Identify and perform salad preparation skills.  
National Standard 14.3.3
- Identify types of salads—appetizer, accompaniment, main dish
  - Identify the nutrients found in salads—determined by foods used to make them; fresh fruits and vegetables are important sources of vitamins, minerals and fiber; meat, cheese, and eggs provide protein; potatoes and pasta provide carbohydrates
  - Practice salad making principles: freshness, nutrient value, colorfulness, attractiveness, ingredients should be well drained, cut into convenient eating size, prepared right before serving
  - Prepare fruit salads
  - Prepare vegetable salads

## 20.0118-0702 Identify and perform soup making skills.

## National Standard 14.3.3

- Identify the two basic types of soup:
  - Stock—liquid from cooking meat, poultry, fish or vegetables
  - Milk—milk or cream is thickened
- Identify how soups may be served as an appetizer or main dish
- Identify the difference between an appetizer and a main dish
- Discuss the difference between canned and dehydrated soups
- Create a white sauce

## 20.0118-0703 Identify and prepare casseroles.

## National Standard 14.3.3

- Define casseroles and define the qualities of casseroles: easy, time saver, complete meal in a dish, economical, large variety can be made ahead and stored in refrigerator/freezer, require little supervision during baking; served in same dish baked in; leftovers easy to use
- Identify foods and their functions in casseroles:
  - Protein may function as the main ingredient; meat, fish, egg, dried beans, cheese
  - Carbohydrate/starch adds substance/body; used as an extender; adds energy through carbohydrates
  - Undercook rice and pastas so they can continue to cook during the baking process
  - Vegetables - add contrast in color, texture and adds nutrition
  - The binder is the sauce, which hold ingredients together
  - Casserole toppings are used for color, variety in texture; protects protein ingredients and identify common toppings

## 20.0118-0704 Identify and prepare yeast breads.

## National Standard 14.3.3

- Identify the classes of breads: rolls, loaves, deep-fat fried
- Identify ingredients in yeast breads and their functions: flour, yeast, liquid, salt, sugar, fat and eggs
- Identify the purpose and function of proofing/rising time

## 20.0118-0705 Identify and prepare meats and/or poultry product(s).

## National Standard 14.3.3

- Identify basic information about meats and poultry.
- Discuss inspection and grading of meat and poultry
- Discuss how bone affects serving size
- Calculate various servings related to the amount of bone in the meal and poultry
- Identify how to use a meat thermometer and proper cooking temperatures
- Identify appropriate ways to thaw meat and poultry
- Match appropriate cooking methods with tender and less tender cuts
- Prepare beef.
- Prepare poultry.

## 20.0118-0706 Identify and prepare pastries.

## National Standard 14.3.3

- Identify main ingredients and their function
- Identify how pastries are made
- Identify how to keep the pastry tender
- Identify single and double crust pies
- Determine which pastries must be refrigerated
- Prepare pastries